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ABSTRACT

This article on teacher evaluation stresses the importance of clearly outlining a job description for teachers, delineating tasks that all teachers should perform and describing abilities that teachers should demonstrate. Six major categories of competency are covered: (1) planning and preparation (identifying objectives and selecting and implementing teaching tools); (2) organization of students and classroom management; (3) instruction and interaction (choosing activities and methods which best meet predetermined objectives and encouraging pupils in both affective and cognitive domains); (4) assessment of student accomplishment of objectives and encouraging student self-evaluation; (5) continuing examination of the teacher's own competency and professional development; and (6) maintaining sound relationships among staff and parents for the benefit of students. The role of a teacher and the job description can help define those tasks which all teachers should be expected to perform. Within this framework, specific objectives can be written jointly by the teacher and the evaluator, as part of the evaluation process. (JD)

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Teacher Evaluation: II

By Philip S. Saif

Introduction: A general model for evaluation was presented in June 1976.* The model proceeded from educational goals through the establishment of objectives and the design of activities to achieve the objectives, to the determination of criteria for validation. Further steps in the model led to the final question "Have the objective(s) been achieved?"

Use of the model, in view of PA 74-278, should include active participation of the teacher throughout the evaluation process. It starts from the premise that the purpose of teacher evaluation is to promote the professional growth of teachers and to improve student learning.

The present article is concerned with a basic step in the application of Connecticut PA 74-278. The law requires "objective-based" evaluation. Writing these objectives becomes easier if the job of the educator to be evaluated has been fully defined.

The classroom teacher and the principal of a school are the "front line" in the educational process. A job description for both positions will facilitate the application of the law.

This article will be limited to a discussion of the position of the classroom teacher.

Efforts During 1975-1976

Through out the school year 1975/1976, the writer served as a consultant on evaluation to the Windsor Locks school system. During that time, Dr. Peter D'Arrigo, Superintendent of Schools, asked the steering committee on evaluation to work on the job description of a teacher.** At a later time, Windsor Locks, with Enfield and Vernon, received a grant from the State Department of Education to develop a handbook for the evaluation of teachers and principals. It is interesting to observe that the teachers from the three school districts not only agreed upon the job description, but also came up with a statement of the "Role of a classroom teacher." Instruments to be used for evaluation will appear in the handbook.

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Teacher's Role

A Teacher's role is to perform in such a way that he/she facilitates, stimulates and guides the learning of students, other teachers and community members. The unique teaching style and scope of each individual teacher, as related to the following job description, should be recognized by the evaluator.

This job description attempts to delineate tasks that all teachers should perform and to describe abilities that teachers should demonstrate. The teacher who goes beyond these tasks and abilities is one who exemplifies a spirit of enthusiasm and dedication to the job and to the students.

1. **Planning and Preparation**

The teacher:

- 1.1 identifies long and short term course objectives.
- 1.2 prepares and maintains written plans.
- 1.3 plans individual and group activities (i.e., field trips, role playing, class discussion, movies, slides, records, interaction, etc.).
- 1.4 selects appropriate learning from available sources: tests, supplements, AV material, etc.
- 1.5 evaluates his objectives.
- 1.6 plans for performance evaluation.
- 1.7 modified plans as necessary.

2. **Organization of Students and Classroom Management**

2.1 Professional Tasks

The teacher:

- 2.1.1 provides an environment in which students learn and interact.
- 2.1.2 provides an environment in which the student feels emotionally and physically secure.

2.2 Procedural Tasks

The teacher:

- 2.2.1 follows routine school procedures.

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2.2.2 maintains appropriate student records and submits required reports within designated time limits.

2.2.3 maintains an up-to-date record of basic information for the use of substitutes as required.

2.2.4 develops and maintains necessary classroom materials, displays, and equipment.

3. Instruction and Interaction

3.1 Instruction

The teacher:

3.1.1 chooses activities and methods which best meet predetermined objectives.

3.1.2 is aware of, and uses community resources when available and applicable.

3.1.3 encourages full pupil participation in the learning experience.

3.1.4 encourages pupil in both affective and cognitive domains.

3.1.5 encourages analytical and critical thinking.

3.1.6 teaches desirable work habits and study skills.

3.1.7 provides opportunities for individual achievement.

3.1.8 executes plans.

3.2 Interaction

The teacher:

3.2.1 explains fully to students what is expected from them in the learning situation.

3.2.2 creates an atmosphere where students feel free to express their views while encouraging respect for the rights, opinions, property, and contribution of others.

3.2.3 creates an atmosphere in which students perceive that the teacher cares about what and how they learn.

3.2.4 promotes self-awareness and self-respect.

3.2.5 encourages students to work to the best of their abilities and to take pride in their achievements.

3.2.6 is sensitive to, and adjusts as necessary to differences among children and considers the overall well-being of the individual child.

3.2.6 is sensitive to, and adjusts as necessary to differences among children and considers the overall well-being of the individual child.

3.2.7 is available for individual consultation at a mutually agreed upon time.

3.2.8 keeps in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

3.2.9 attempts to establish the confidence and respect of students.

3.2.10 is consistent in his/her expectations of and reactions to students' behaviors.

3.2.11 demonstrates an acceptance of the students' development from dependence toward independence.

4. Assessment

The teacher:

4.1 uses tests for diagnostic purposes and/or placement.

4.2 interprets the results of tests.†

4.3 establishes and informs students of the basis of assessement.

4.4 periodically assesses student accomplishment of objectives.

4.5 reviews test results with students.

4.6 encourages student self-evaluation.

†The term "test" encompasses all methods of assessment that a teacher uses, and is not limited to the concept of a test requiring the use of pencil and paper.

5. Competencies and Professional Development

The teacher:

5.1 demonstrates knowledge and application of subject matter.

5.2 keeps abreast of developments in techniques, philosophy, and content in the professional literature relating to teaching practice and subject areas.

5.3 takes advantage of courses, in-service training, and conferences in his/her area of specialization and competency.

5.4 makes use of constructive criticism.

5.5 sets realistic goals for self, based on a clear perception of his/her limitations and capabilities and the reality of his/her situation.

5.6 makes use of student reactions as valid data for the evaluation of his/her teaching effectiveness (for personal use only).
5.7 demonstrates self-control.
5.8 demonstrates positive self-confidence.
5.9 questions the system constructively when believed necessary.
5.10 identifies any factors that may have interfered with teaching effectiveness.

6. **Human Relationships**

The ultimate purpose of maintaining sound relationships among staff and parents will be for the benefit of students.

6.1 Staff

The teacher:

6.1.1 cooperates with co-workers by sharing ideas and methods of instruction.
6.1.2 exhibits professional and ethical behavior toward fellow teachers and co-workers.
6.1.3 contributes to committees, faculty meetings.
6.1.4 seeks assistance, advice, and guidance as necessary from colleagues and/or specialists.
6.1.5 provides assistance, advice, and guidance as necessary for colleagues.

6.2 Parents

The teacher:

6.2.1 confers, as necessary and desirable, with parents to foster a constructive parent-teacher relationship.
6.2.2 involves, when appropriate, parents in class-related activities.

Conclusion

The role of a teacher and the job description can help define those tasks which all teachers should be expected to perform. Within this framework, specific objectives can be written, jointly by the teacher and the evaluator, as part of the evaluation process.

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*Philip S. Saif, "Teacher Evaluation," *CABE Journal*. E6/5-75.

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